

Assessment of W-Designated Courses at Beloit College, Fall 2022

April 25, 2022

Because assessing Beloit's general education requirements is one required component of Beloit's [Plan for the Assessment of Student Learning at Beloit](#), and since the Writing Program will be reviewed in 2022-2023, COA is asking departments that offer W-designated courses to conduct one assessment activity related to W courses. This assessment would be done in addition to one general assessment activity related to an introductory-level course (with focus on domains) as requested in the assessment plan. Both of these assessments will take place in Fall 2022, with findings to be submitted on December 16, 2022.

Background:

Beloit College requires students to complete three W-designated courses that meet the following criteria (from the College Catalog):

- Students engage in substantial writing practice by completing multiple assignments/activities with a writing component.
- Instructors use classroom time, design assignments, and provide activities to address writing strategies and outcomes.
- Students draft and write in response to instructor feedback.

Below are 4 writing-related learning goals for you to consider including in relation to departmental and / or W-course learning goals. Please use any or all of these as appropriate and helpful. Included also for your reference are some sample outcomes you might consider for assessment of these goals.

- **Writing Process**
 - **Learning Goal:** Student writers develop and demonstrate strategies for and skills in multi-stage composing and revising processes toward finalized projects. (WPA Outcomes Statement)
 - **Sample Outcome:** Students produce a series of writing artifacts that reflect at least three distinct stages of the writing process (invention, drafting, and revision) that include evidence of their response to and integration of feedback from others (e.g., instructor, peers, writing center tutors) and effective progress toward satisfactory final writing projects.

- **Critical Thinking, Reading, and Writing**
 - **Learning Goal:** Student writers develop and demonstrate ability to “summarize, analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts” to generate effective writing. (WPA Outcomes Statement)
 - **Sample Outcome:** Students produce writing that includes effective critical reading strategies of materials produced by other writers. Student writing samples should represent sources clearly and correctly, as well as pose critical questions or claims about these materials that serve student writers’ purposes in alignment with assignment objectives.

- **Rhetorical Knowledge**
 - **Learning Goal:** Student writers develop and demonstrate rhetorical knowledge as readers and writers by “negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations” (WPA Outcomes Statement)
 - **Sample Outcome:** Students produce writing that both explicitly addresses other authors’ rhetorical strategies and effectively deploys their own rhetorical strategies in alignment with their authorial purposes and the objectives of the assignment.

- **Conventions**
 - **Learning Goal:** Student writers develop and demonstrate awareness of, proficiency in, and critical engagement with conventions involving language, structure, format, and medium in relation to disciplinary, academic, and social contexts and purposes.
 - **Sample Outcome:** Students produce writing that is grammatically correct, deploys the stylistic conventions of formal expository academic writing, and integrates and documents source use correctly and effectively in alignment with the objectives of the assignment.
 - **Alternative Sample Outcome:** Students produce writing that explores alternatives to and / or interrogates the conventions of formal expository academic writing, such as sentence-level stylistic norms, organizational templates, and patterns of engagement with the work of others.